

Using Environments to Enable Occupational Performance (2003)

Lori Letts, Patty Rigby, Debra Stewart (Eds)

Slack Incorporated
6900 Grove Road
Thorofare, NJ, 08086

314 pages; \$35.95 US
ISBN: 1-55642-578-3

Working from the Person-Environment-Occupation model, and influenced by the Canadian Model of Occupational Performance (CMOP), *Using Environments to Enable Occupational Performance* provides state of the art information on theoretical and practical aspects of the environment crucial to enabling occupation.

The book opens with a description of the shift in worldviews of educators and researchers, regarding health, occupations and environments, from a reductionistic, biomedical approach to an organismic, social model of dynamic interaction between persons, environments and occupations. If this sounds a bit heavy, it is. However, it does allow the reader to situate the discussion of the environment in occupational therapy, and health care generally.

Subsequent chapters examine different aspects of the environment as they relate to occupation and occupational therapy. They can be roughly sorted according to aspects of the environment included in the CMOP. They are well thought out, and move from basic principles to more advanced practice and research issues. The results are always informative and, at times, inspiring. For example, Stewart's description of her innovative project in which young adults with physical disabilities, working with occupational therapists, developed and implemented a peer-mentoring program provides a particularly exciting illustration of the power of utilizing the potential strengths of the social environment.

This book fills an important gap in the occupational therapy literature. It provides a much-needed language and structure for occupational therapy's examination and use of environmental resources in practice and research, and is recommended as a key resource for both.

Mary Egan

Social Skills Programmes: An Integrated Approach from Early Years to Adolescence (2003)

Maureen Aarons and Tessa Gittens

Speechmark Publishing Limited
Telford Road Bicester, Oxon OX26 4LQ, UK

161 pages; \$49.50 US
ISBN: 0-86388-310-9

This how-to manual lays out a social skills program for children with social communication problems in four age groups: 3 to 5 years old, 5 to 7, 7 to 11, and 11 to 16 years old. The 10 sessions for each age group are outlined including the order of activities and the homework to be done with parents. Criteria for admission to the group, aims for the particular age group, content of a parent or teacher workshop, and practicalities such as equipment, snacks, and group size are detailed for each age group. Posters and line drawings to illustrate stories are included in the manual, although it is not known if children with autism could interpret the very subtle nonverbal cues in the drawings. Activities for each age group build on skills learned at earlier ages and more advanced skills with a less prescribed approach are introduced at older ages.

Developed in the United Kingdom, the manual is geared to novice speech and language therapists and teachers, not occupational therapists. For instance, two of the 10 sessions for 3 to 5 year olds focus on use of prepositions (e.g., behind, in) and much of the group time for younger ages is spent in verbal activities. The approach used is not specifically client-centred until older age groups and activities are not placed in naturally occurring contexts; in one session, the 5 to 7 year old children choose a toy, play with it, and then pass it on to the next child in the circle.

The manual is well organized. The appendix provides copies of forms (e.g., parent and participant evaluations) and a list of resources. The manual is quick to read and would provide novice therapists with some ideas for developing social skills groups.

Joyce Magill-Evans

Crooked Smile: One Family's Journey Toward Healing (2003)

Lainie Cohen

ECW Press

2120 Queen Street East, Suite 200
Toronto, Ontario, M4E 1E2

337 pages; \$19.95
ISBN: 1-55022-573-1

This book begins with a family enjoying a summer weekend at their cottage and proceeds to describe the life changing events that occur following one careless moment on the drive home. With that introduction, Lainie Cohen, a Toronto mother, educator and psychological consultant begins her memoir of the years that follow. She describes with great honesty, the shock, hope, despair and confusion experienced as she and her family try to come to terms with the impact of her son's traumatic brain injury. Her story is made more meaningful with excerpts from newsletters sent on regular intervals to family and friends, and flashbacks to years past where she describes the many dreams and aspirations she had for her children.

This book offers a unique perspective to the many health care providers advocating models of family centred care. It describes the impact of a sudden injury on this bright, active teenaged victim, his parents, siblings, and friends and their relationships with one another. It is also a keen example of the critical role that friends and extended family members can play in supporting a family facing a crisis such as the one described in this story.

There are many references to occupational therapy throughout this story including one that describes an acute care occupational therapist "who consistently offered us the possibility of hope". Ms. Cohen describes the interventions of occupational therapists in many areas including acute care, wheelchair prescription, activities of daily living, cognitive rehabilitation and augmentative communication.

This book is very easy to read and will be of particular interest to practitioners working in the field of trauma and those who have experienced brain injury first hand.

Amita Bhargava Furgoch

Theoretical Basis of Occupational Therapy, Second edition (2003)

Mary Ann McColl, Mary Law, Debra Stewart, Lorna Doubt, Nancy Pollock and Terry Krupa

Slack Incorporated
6900 Grove Road
Thorofare, NJ, 08086

169 pages; \$34.95 US
ISBN: 1-55642-540-6

The purpose of this book is to organize occupational therapy theory to enable practitioners to identify and use different theoretical tools in their every day practice. The first half of this book presents an excellent overview of occupational therapy conceptual models, and the history, concept and relevance of occupation. The authors have then divided this book into the five main theory areas of occupation: physical, psychological-emotional, cognitive-neurological, socio-cultural, and environmental.

Each section contains a brief history and overview of the theory area, followed by an extensive annotated bibliography. The annotated bibliography following each chapter is excellent and provides a concise reference on each individual subject. The extensive bibliography is a dream for the occupational therapy student, and very useful and practical for all practitioners.

Of particular interest to the reader is the practical problem section included at the end of each chapter. Here, the authors present different clinical examples of how therapists can actually use the five main areas of occupational therapy theory to better understand the needs of individual clients. The reader is encouraged to problem solve by reviewing the main principles of occupational performance.

Overall, this book provides a thorough review of theories in the field of occupational therapy, along with their relevance and practical applications to clinical practice. It is concise, well-written and easy to read. In today's fast paced world, it is wonderful to get back to the basics and have the theoretical components of occupational therapy at our fingertips. This book is a must have for all occupational therapists, and a valuable resource for occupational therapy students. An excellent publication!

Farah Naz Khan

Ethical and Legal Dilemmas in Occupational Therapy, Second edition (2003)

Diana M. Bailey and Sharan L. Schwartzberg

F. A. Davis Company/Publishers
1915 Arch Street
Philadelphia, PA, 19103

224 pages; \$29.95 US
ISBN: 0-8036-1101-3

This text presents a range of ethical and legal dilemmas faced by occupational therapy students, clinicians and managers. Consequently, it is organized into these three sections. Each chapter begins with a scenario that clearly outlines the ethical dilemma. There is also an expert's opinion of the issues that are connected to the case and a subsequent response from many notable contributors that highlight relevant occupational therapy issues.

The content addresses many international dilemmas that are faced by practitioners, academics and managers. These include issues arising from writing notes, using modalities without proper training, confidentiality in group work, rationing of services, informed consent in both clinical and academic contexts, contracts and referrals to private practitioners and complex student issues that a fieldwork coordinator might face.

This book is easy to read but is more likely to be used as a reference text by Canadian therapists as the content refers to many pieces of American legislation. These sections are rather ponderous to read and the ultimate conclusion reached is that the discussion is not relevant to Canadian practice. However, this book could be a very useful tool to facilitate discussions in both educational and clinical settings. Each chapter addresses frequently asked questions about the issue presented in the scenario, as well as identifying the players and what other information is needed. The study questions at the end of each chapter may also facilitate review of the challenging issues presented by the scenarios. There is also a very useful glossary that could clarify complex terminology.

Overall, this is an interesting text to read but the heavily American content could frustrate a Canadian reader. However, the book does contribute to the debate surround-

ing the approach to complex ethical issues and could certainly facilitate animated discussions based on the case scenarios.

TheLma Sumsion

Depression: A Cognitive Approach (2003)

Geoff Tomlinson and Dawn Slater

Speechmark Publishing Ltd.
Telford Road
Bicester, Oxon, OX26 4LQ, UK

168 pages; \$57.75 US
ISBN: 0-86388-403-2

This book is a practical resource guide offering a method of treatment for clients with mild to moderate depression that is based on cognitive behavioural therapy. It is also suitable for use with groups and offers suggestions on how to adapt the material to a more depressed inpatient population. The guide is designed for use by clinicians with minimal experience treating depressed clients and little previous knowledge of cognitive behavioural therapy.

The resource book is a well written, easy to read, spiral-bound guide that is divided into three parts. Part 1 provides basic information about depression, cognitive behaviour therapy and other models of depression. This section includes principles of cognitive behaviour therapy, the cognitive model of depression, using cognitive therapy with depressed individuals and reasons for failure. Part 2 is especially well thought out. It describes the ten therapeutic steps used in the treatment in a way that can be utilized by both therapists for whom this approach is new as well as therapists experienced in using cognitive behavioural therapy. The authors include information on how to structure each section, suggest time frames for each portion of the session and provide handouts for each step that could be photocopied. Part 3 offers information on such topics as improving medication adherence, management of suicide and management of self-harm, again in a useful, practical format.

Reading this book was a pleasurable experience. It was easy to follow, well laid out and the sections flowed well together. It would

Book Marks ■ Livres à la page

be beneficial for clinicians who are new to cognitive behavioural therapy and a good review for clinicians who have experience with it.

Rhoda Madorsky

Teamwork: A Guide to Successful Collaboration in Health and Social Care (2003)

Sue Hutchings, Judy Hall, and Barbara Lovelady

Speechmark Publishing Ltd.
Telford Road
Bicester, Oxon, OX26 4LQ, UK

204 pages; \$42.75 US
ISBN: 0-86388-276-5

In this book the authors provide a guide to the key concepts, ideas, policies and politics involved in multi-disciplinary teamwork. It is co-authored by an occupational therapist, physical therapist and nurse and the examples used throughout to illustrate key issues are ones to which any health professional can relate. While many of the references are related to the United Kingdom, health care on the other continents has sufficient similarities in trends that the bulk of the material is relevant to North American reader. The authors note the difficulties in establishing truly collaborative teams and recognize that while collaboration may sound easy on paper, it is harder to put into practice.

The book is organized into five sections. Each section explores a theme from a variety of perspectives. Sections focus on a) learning by doing (clinician's reflection) b) understanding the nature of collaboration c) the benefits of collaboration d) factors that prevent collaboration and e) demonstrating collaboration. Each chapter is clearly written

ending with a summary of key points and then exercises or questions to stimulate thought and encourage readers to reflect on and apply the information provided in order to develop personal goals to understand/implement collaboration in their own organizations. Tables throughout the text summarize key information or guidelines for development of skills related to effective teamwork. While the information is not entirely new, it is compiled in a logical way that is useful for both novice and experienced practitioners.

The authors recognize the effort required to make inter-professional collaborative teamwork successful, but remain optimistic about the benefits: client-centered enhanced efficiency. There is an extensive bibliography related to teamwork and additional resources including relevant websites.

Mary Edwards

Qualitative Research in Occupational Therapy: Strategies and Experiences (2001)

Joanne Valiant Cook (Ed)

Delmar, Thomson Learning, Inc.
Albany, NY

250 pages; \$57.95 US
ISBN: 0-769-30079-0

Qualitative Research in Occupational Therapy is an exciting and useful text for qualitative researchers and for practitioners in any field who use qualitative research in evidence-based practice.

My eye was drawn first to Part III, "Personal Research Journeys". The five stories draw novice as well as experienced researchers

into an understanding of qualitative research as an intrapersonal and interpersonal adventure of discovery. The message is that qualitative research is more than a set of techniques. As Laura MacGregor writes, qualitative research "is NOT a tea party". Unlike professional, standardized interviews, qualitative research interviewing, as Jennifer Landry highlights, has frustrations and joys.

In Part II, I found a 'how to' section that is far more than a methods check list. The illustrations enable us to actually imagine the joys and pitfalls to consider in organizing and conducting participant action research (Corring), in-depth interviewing (Laliberte-Rudman and Moll), participant observation (Rebeiro), and focus group research (Corring). In Part IV, 12 qualitative research summaries, profiles the thorough and thoughtful approach to research portrayed in this book. The annotated bibliography in Part V extends this book as an excellent research resource. As coordinator of the post-professional graduate program at The University of Western Ontario, the editor Joanne Valiant Cook, clearly set a high standard for qualitative research and guided a generation of graduate students in studies of occupation, occupational therapy, and client experiences of occupational therapy.

Today's bookstands offer many qualitative research texts, typically using examples from the social sciences, nursing, and other fields. I feel proud on behalf of Cook and the other authors for producing a quality text which examines qualitative research from an occupational therapy perspective. *Qualitative Research in Occupational Therapy* will remain contemporary for many years for students, practitioners, educators, and researchers.

Elizabeth Townsend



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